871 In short, the Communist basic policy of education has been to remove gradually all influences other than those stemming from socialism. In practice, the Communists have attempted to train all levels of personnel required for a complete socialist remolding of China.

B. Changes in Curricula

873 Curricular "reform" was among the first actions undertaken by the Communists in the field of education. Even before their consolidation of power (at a time when a thorough renovation of the educational system was administratively impossible) the Communists instituted changes in the curricula wherever their troops had seized control. As early as September 1949, Communist authorities announced the "Temporary Regulations of Curricular Reform in the Departments of the Colleges of Arts and of Law in the Institutions of Higher Learning in North China." The principal features of this "reform" were (1) the substitution of Marxism and Leninism for the Three People's Principles, (2) abolishment of the course on traditional law and, before new laws were promulgated, the addition of studies on socialist theories of jurisprudence. This action was aimed at institutions of higher learning; reform of curricula for lower level schools was not much publicized.

The same subject was the central theme for the All-China Higher Education Conference of June 1-9, 1950. By that time the movement to reform

•873 curricula had reached its second stage. Out of this conference emerged "Decisions Concerning the Enforcement of Curricular Reform in the Institutions of Higher Learning." The main point of this directive was that, "Institutions of higher learning must...abolish the politically reactionary courses, install revolutionary political courses of New Democracy... The curriculum of all departments must practise the principle of proper specialization...must install and strengthen necessary and important courses and omit those overlapping and unimportant courses and materials in accordance with the principle of intensification and simplification.[12]

Following this conference, major changes in college curricula were carried out. Similar measures were also adopted for secondary and primary schools by modifying the courses and altering the subject-contents. In January 1951, the Communist Ministry of Education moved to check on the results of curricular "reform" by holding a "Conference on Inspection of Teaching Plans for the Academic Year 1950 of All Institutions of Higher Learning." Again, similar actions were taken for schools on the lower level. After Sept. 1951, official efforts were mainly devoted to "thought reform" and the inspection of course material and teaching methods to insure that the reform measures were truly carried out in the

12. Hsin-hua Yüeh-pao [New China Monthly], Vol. II, no. 5, Sept. 1950, p. 1,134.

873 Communist spirit. These efforts have not lessened in the past five years.

Besides changing the materials for courses on political and economic theory, the curricular "reform" also has the mission of dovetailing the schools on different levels and seeing that their doors are open to Party and other professional cadres who have not had the opportunity of a formal education.

One important development closely related to curricular "reform" is the thorough re-examination of all textual materials. The central authorities responsible for education, through their subordinate agencies on provincial and municipal levels supervised the revision of all textbooks, particularly those in the field of the social sciences before releasing them to the schools. That the revised books are politically slanted is obvious, but their technical quality cannot be judged without a detailed comparative study of many such books against the original versions and against similar books accepted as standard works in non-Communist countries.[13]

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13. For more information on revision and publication of textbooks in Communist China, see the chapters on "Public Information and Propaganda," and "Artistic and Intellectual Expression." Also see Chu Po-ch'i, Chung-kung Ti Hsüeh-hsiao Chiao-yü [Formal Education in Communist China] Hong Kong, Ya-chou ch'u-pan-she, 1954, pp. 218-27.

872 Marxian theories to imbue the students with respect for labor and love for their country. Thus in a history course, the students were told that Confucius was not concerned with the "proletariat" and that he offered advice to the kings in order to perpetuate the feudalistic system.[32] The emphasis on political education in primary school was revealed in the persistent effort to "correct" the attitudes of the teachers. Recantations of these teachers continued to appear and as late as 1954, Huo Chan-hsiang, a teacher at the Chin hsien Primary School in Hopei Province, was still struggling to conform to the orthodox party line in education.[33] Schools were lauded when they succeeded in teaching the students to enjoy manual work, to help their parents at home, and to prepare for farm work upon graduation. Primary school teachers were also required to approach the parents of the students to persuade them that it was as noble and as desirable to have their children participate in productive labor upon graduation as to send them to schools of higher education.

873 B. Secondary Schools

In 1950, the secondary schools in North China went through the initial stages of consolidation and reorganization according to the Communist policy for education. According to Communist reports, there were 250 schools with

32. People's Education, Jan. 1952, p. 52.
33. Ibid., Jan. 1954, p. 8.

873 a total enrollment of 89,584 in Hopei Province (excluding Peking but including Tientsin Municipality); and 84 schools with a total enrollment of 20,584 students in Shansi Province.[34] Establishment of new schools brought the total number of secondary school students in Hopei Province to 214,689 in 1954.[35] Of this number, 179,000 were students of general middle schools; 27,800 were in secondary schools for teacher training; and 7,289 were technical students. These statistics indicate that, according to the Communists, a fourfold increase in secondary school students was realized in Hopei Province during the past eight years.

The aim of secondary education, according to the Government Administration Council, which reiterated the point on June 5, 1954, is to cultivate nationalism but not at the expense of "internationalism," to teach the students to love their fatherland, respect labor, and realize their duties and responsibilities to their fatherland.[36] To carry out this official line, a system of rotating indoctrination was inaugurated for the secondary school principals and other administrators, with the commissioners of education of each

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34. Compendium of Government Reports, pp. 283, 313, and 328.

35. Survey of China Mainland Press, No. 934, Nov. 24, 1954.

36. Chou En-lai, "Directive on Improvement and Expansion of Secondary Education," People's Handbook 1955, pp. 571-73.

1:Stanford U. S-4, 5 1956 AF12 North China AF12

provincial government responsible for the supervision of indoctrination. In addition, the Ministry of Education of the Central Government periodically dispatched inspectors to observe the schools and educational agencies. The last inspection of Hopei schools was reported to have taken place in December 1954.[37] On these inspection tours, the Central Government inspectors did not restrain their observations to secondary schools, and their recommendations were usually referred back to the schools concerned for action.

Some important changes were made in the curricula for secondary schools. To the natural science courses was added a study of the Common Program, later replaced by the new Constitution of 1954 after its promulgation. During the past five years there have been times when a scheduled course was suspended at the last minute because the official textbook for the course was not ready.[38] Many textbooks were revised several times, but the result in 1954 was still not entirely satisfactory to the government. One government inspector remarked that "political education" was not integrated in the courses, and that in most of the classes a section dealing with political thought was merely appended to the course of study as a "tail."[39]

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37. People's Education, January 1955, p. 11.

38. Ibid., August 1954, pp. 63-64.

39. Ibid., January 1955, p. 12.

1:Stanford U. S-4, 5 1956 AF12 North China AF12

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C. Institutions of Higher Learning

In principle, the control of institutions of higher learning is centralized under the Ministry of Higher Education, except for the teacher's training program which falls under the Ministry of Education (see Chart 3). In practice, the Government Administration Council has instructed the various central government ministries in charge of different industries to "supervise and co-ordinate" the programs for advanced technical schools. These central government ministries in turn can appoint local government personnel to take charge of the schools in order to maintain close supervision. In this connection, local government, provincial for the most part, were given the responsibility of providing the schools with political guidance.[40] With this system of control, the political conversion of the universities and colleges has been carried out with very little delay. The administrative reorganization, however, ran into more difficulties because each of the well-established universities was an academic entity with a definite personality of its own. Some of the experiences on the universities in transition were presented by Fei Hsiao-t'ung, noted sociologist and senior professor at the Tsing Hua University, in his book, Revamping the Univer-

40. "Decisions Concerning the Revision of Relations of Leadership for Institutions of Higher Learning," announced by the Government Administration Council on Oct. 6, 1953. People's Handbook 1955, pp. 558-59.

873 sities.[41]

875 Among the more acute difficulties experienced during the conversion and reorganization of universities were:[42] (1) the "thought reform" of college professors, who were subject to public criticism by their students, and (2) the transfer of certain departments from one university to another, which disrupted the administration of both institutions. That the process of indoctrinating college professors did not stop even after 1953 was seen from a statement by Liu Lan-t'ao, Chairman of the North China Administrative Committee, on February 9, 1953. Liu called for continued efforts to raise the level of "political understanding" among the teachers.[43]

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41. Ta-hsüeh Ti Kai-tsao [Revamping the Universities], Shanghai, Shang-hai ch'u-pan kung-ssu, 1950.

42. Accounts of thought reform for college professors are presented (possibly with some exaggeration) in such works as Ts'ui Shu-ch'in, Ta-lu Hsüeh-jen Ti Pei-chü [Tragedy of Scholars on the Mainland], Taipei, Chung-yang wen-wu kung-ying she, 1953; and Kung-fei Ti Nu-i Wen-hua Yü Chiao-yü [The Slave Culture and Education of the Chinese Communists], Taipei, 6th Section, Central Reform Committee, Nationalist Party, 1952.

1:Stanford U. S-4, 5 1956 AF12 North China AF12

875 One interesting feature of college operation introduced by the Communists is the "office of teaching planning" and "committees on teaching planning." The purpose of these organizations is to help develop more effective instruction in college. In 1954, Peking University, one of the oldest and most renowned institutions of higher learning in China, had 56 such offices and eight committees.[44] Other institutions in North China also organized similar groups, usually with Russian experts participating.

873 In 1954-55, forty institutions of higher education were in operation in North China, with the majority located in Peking, Tientsin, or Taiyuan. Of these schools, 22 were technical, 7 were for teacher training, and 11 were offering general courses (See Table II). Many of these schools simultaneously conducted two- and three-year special courses. The establishment of short-term special courses is in accordance with the over-all government policy of preparing sufficient technical personnel to meet the needs of the national reconstruction program. There is no report on enrollment of these schools, but one Communist source revealed that in Hopei Province (excluding Peking and Tientsin municipalities), 3,508 college students were registered in 1954.[45]

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44. Jen-min Hua-pao [People's Pictorial], June 1954; Survey of China Mainland Press, No. 924, Nov. 6-9, 1954, pp. 23-24.

45. Survey of China Mainland Press, No. 934, Nov. 24, 1954.

TABLE II. Institutions of Higher Learning in North China (1954) */

NAME	LOCATION	NO. OF DEPTS	NO. OF SPECIAL COURSES	SPECIALIZATION
Chinese People's University	Peking	10	8	Pol. science
Peking University	Peking	13	1	Gen'l
Nan-k'ai University	Tientsin	8	none	Gen'l
Tsing Hua University	Peking	6	none	Engineering
Tientsin University	Tientsin	7	5	Engineering
Peking Geological College	Peking	1	none	Geology
Peking College of Petroleum Engrg.	Peking	4	none	Petroleum
Peking College of Iron & Steel Industries	Peking	3	none	Iron and Steel
Peking College of Aeronautics	Peking	1	none	Aeronautical Engineering
Peking Industrial College	Peking	1	none	(unknown)
Peking College of Mining	Peking	3	none	Mining
Tangshan College of Railway Engineering	Tangshan	2	1	Railway Engineering
Taiyuan Engineering College	Taiyuan	4	2	Engineering
Peking College of Railway Engrg.	Peking	2	none	Railwy. Engrg.
College of Cartography and Survey, Military Council	Peking	1	none	Cartography, survey

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1. Stanford U. S-4,5 1956 Area North China Afr

Peking Special School of Meteorology	Peking	none	1	Meteorology
Peking University of Agriculture	Peking	9	none	Agriculture
Peking College of Mechanized Agriculture	Peking	2	none	Agriculture, farm mngmt.
Peking College of Forestry	Peking	1	none	Forestry
Hopei College of Agriculture	Paoting	3	none	Forestry
Shansi College of Agriculture	Taiyuan	2	none	Agriculture
Central College of Foreign Trade	Peking	4	none	Foreign Trade
Peking College of Political Science and Law	Peking	1	none	Political science and law
Peking Medical College	Peking	4	none	Medicine
Tientsin Medical College	Tientsin	1	none	Medicine
Hopei Medical College	Paoting	1	none	Medicine
Shansi Medical College	Taiyuan	2	none	Medicine
Central College for Minority Nationalities	Peking	1	none	Languages of minorities
Institute of Foreign Languages	Peking	1	none	Western languages
Peking Russian Institute	Peking	none	1	Russian
Central College of Music	Tientsin	4	none	Music

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[continued]

TABLE II. Institutions of Higher Learning in North China (1954) */

NAME	LOCATION	NO. OF DEPTS.	NO. OF SPECIAL COURSES	SPECIALIZATION
Central College of Dramatics	Peking	4	none	Drama
Central College of Fine Arts	Peking	2	none	Fine Arts
Central College of Physical Education	Peking	1	none	Physical Education
Hua-pei College of Physical Education	Tientsin	1	none	Physical Education
Peking University for Teacher Training	Peking	12	none	General
Tientsin Normal College	Tientsin	7	8	General
Hopei Normal College	Tientsin	10	6	General
Shansi Normal College	Taiyuan	5	6	General
Hopei Special School for Teacher Training	Peking	none	4	General

[p. 302 (cy)]

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874 Union Medical College. It is reported to be the best equipped institution in the Far East for the study of medical science and has been greatly expanded since 1949. The hospital attached to the college was reported to have trebled its number of beds by the end of 1954.[49] (See chapter on Health and Sanitation in this handbook.)

464 873 Problems were created by the "planned distribution" of college graduates and other students to the places where they would be needed. Throughout their years in schools the students were told that "to think of salary is mercenary and to dodge government assignment is political desertion."[50] From the beginning of 1950 to the end of 1952, the Central People's Government had assigned 74,000 graduates of institutions of higher learning to various parts of China, and another 34,000 were to be assigned during 1953. In August 1955, a report described how 900 students and workers from Tientsin were performing their government-assigned tasks in Sinkiang Province. Apparently the program of assigning students to work where they are needed continues in North China.

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49. Survey of China Mainland Press, No. 951, December 17, 1954, pp. 29-30.

50. Kao-teng Hsüeh-hsiao Pi-yeh-sheng Ti Kuang-jung Jen-wu [The Glorious Mission of College Graduates], Shanghai, Hua-tung jen-min ch'u-pan-she, 1953, pp. 12-13.

4: Burgess E-4, 5 (1926-1927) 1928 AF12 North China AF12

873 (12) The Student Movement, with its local and nation-wide unions, shows its power first in its leadership in the demonstration against the signing by China of the Versailles Treaty in 1919, and again in 1925 after the Shanghai shooting incident of May 30, when it was the organized students who by lectures and the promotion of local demonstrations were the driving force behind the national protests against "unequal treaties." [1]

185 (13) A striking contrast between present-day China and China before the founding of the Republic is the increasing popular interest in the international status of the nation. This interest is spreading especially in the South and finds its chief expression in a popular demand for the revision of "unequal treaties." This movement crystallized and gained momentum after the Shanghai shooting incident of May 30, 1925, and has affected the official pronouncements of both the Northern and the Southern governments as manifested in the insistence on the rescinding of the special treaty rights held by foreigners residing in China.

178 (14) The development of the modern factory system has a direct bearing on the future of many types of guilds. The best available statistics of this development were compiled by the Chinese Government Bureau of Economic Information. The following figures, which show the rapid increase of factories and the magnitude of investment in modern type industry, were sent to the writer by Mr. M. A. Gilbert, General Secretary of the Bureau:

The first establishment in the form of a factory came into existence as early as 1862, when Viceroy Tseng Kuo-fan of

[1] Dr. Tsi C. Wang has vividly portrayed the activities of the Student Movement in his book, *The Youth Movement* (New York, 1927). The Renassaince Movement, the Student Movement and the demonstrations against Christianity are all shown by Dr. Wang to be aspects of the awakening of the youth of China.

4: Burgess E-4,5 (1926-1927) 1928 AF12 North China AF12

in the guilds in Peking. The problem is a similar one although the government agencies now dealing with the guilds are more complicated.

Peking had in 1919 a population of 811,556,[1] of which an unusually large proportion were males — 63.5 per cent.[2] The reason for this undue proportion is the very large number of officials living in Peking without their families and the army of expectant officials awaiting appointment, and also the large male student population. In 1919 there were 16,879 students in modern-style high schools and colleges. The number has greatly increased since then. The large number of men and boys in shops and stores who have come in from the country, away from their families, is another factor.

Because Peking is a city with such a high percentage of officials and students, one looks in vain for any considerable body of local gentry. The official group comes from every province and practically from every city in China, and the students come from a similarly wide area. One would naturally suppose that the guilds in Peking would be less affected by the pressure of public opinion than would those in other cities, for there is little unity in the conglomerate group of temporary residents that make up the official and student ranks.

Modern industry has affected Peking very little indeed.

Other cities in China point with pride to the modern factories which they have established, but Peking has little industry that is efficient and on a modern basis. The city has long been a political rather than an industrial center, and the local octroi charges have tended to discourage the establishment of modern factories inside the walls. The principal examples of modern industry are the telephone company, the electric light company,

[1] Gamble and Burgess, *op. cit.*, p. 30.

[2] *Ibid.*, p. 99.

6; Young et, al, E-5 (1928-1929)1930 AF12 North China AF12

875 town or in the nearby neighbourhoods. The majority of them had some years in a higher primary school, but there were some who had only been to a lower primary school and three who had not attended any modern school.

TABLE LIX. QUALIFICATIONS OF NORMAL SCHOOL STUDENTS

QUALIFICATIONS	NO. OF PERSONS
Higher Primary	13
Lower primary	5
Private education	3
Total	21

The training course was completed in March 1929, and most of the graduates have been appointed to village schools in the district. There has not yet been time enough to see the results of their work, and to criticise the training course as a whole, but we should consider that a three month's training course after private school or lower primary school education is certainly not enough to fit any person for teaching work. There have been several incidents between teachers and students, and the real spirit of the school has been undermined by unfriendly action, and political interference.

4. Social Education.

212/873 Very little attention has been given to the

6:Young et. al. E-5 (1928-1929) 1930 AF12 North China AF12

question of adult education, no lectures have been arranged; no Mass Education school has been opened; and there is no library. During the month of October a night school for adults was announced to be run by the only teacher, a low grade man, then in charge of the school. According to the announcements the purpose of the evening school was to help those between the ages of 10 and 40 years who had not had the opportunity of learning to read and write, to learn the Thousand Characters, some arithmetic, and also to receive instruction in the Three Principles. The course was to last three months, and the students were to meet each evening from 6-30 to 8-30, but long before the end of this period the course was dropped, chiefly because the students were too busy to attend, and also owing to the poor type of teacher in whose care the work was put. Since then nothing further has been attempted.

We made further enquiries to see if the negligence to provide cultural facilities by the community was remedied by the people individually. As stated in Chap. V there are thirty four popular periodicals and newspapers supplied in the town and only ten stores have books of any description. Of the 371 families only one family takes a newspaper, and thirty families possess books. In a survey such as this it is difficult to count all the books, but so far as our information goes seventeen reported that they have a few books, between one and ten, eight had more than ten and less than one hundred, and seven reported that they had more than one hundred books.

81 Lin E-5 (1927)1928 AF12 North China AF12

466 men's dormitory. Ball games, in particular the soccer, are also
526 popular. Contests are often arranged with the workers of the Pacific Alkali Factory, and occasionally with the students of the Tangshan Engineering College.

(3) Typical Chinese new year amusements are very much liked by the workers. They are the dragon-lantern, lion-dance, fancy dress stilts, singing, and the boat-and-cart-shows. Owing to unsettled social and political conditions in these years, workers are not so enthusiastic for these shows as they used to be.

(4) A summer conference was held in 1925 by pupils in the Workmen's School. In the conference were held personal interviews, track and field meets, swinging contests, boxing, story telling, music and moving pictures for the amusements of the workers. This conference was discontinued in later years.

466 (5) Modern plays are performed by workers and members
545 of the administrative staff. From 1921 to 1925, there were held theatrical performances of this kind two or three times a year. None, however, have been performed during recent years on account of the disturbed conditions in the country.

II. EDUCATIONAL FACILITIES

466 Among the educational facilities provided by the Chiu Ta
873 Factory may be mentioned: (1) the Workmen's School (2) the Ming Shin Primary School and (3) general educational facilities.

The Workmen's School.—The Workmen's School was first established in March 1921, its teachers being recruited from the administrative staff. But it was closed in June 1923, on account of the difficulty in getting enthusiastic teachers. Under a reorganization plan, in which the Chiu Ta Factory pledged 60 per cent and the Pacific Alkali Works 40 per cent of the total expenses for the support of the school, it was reopened in August 1924. There are in the new school two grades, the general and the special, the courses in each grade extending to three years. One paid teacher is employed to teach the Chinese language, while members of the adminstrative staff volunteer their services to teach other subjects or courses.

8; Lin E-5 (1927)1928 AF12 North China AF12

Books and stationery are all supplied to the workmen free of charge. The curriculum of this school is listed below:

Class		Subjects	Hours per week
General grade	1st year	National Language	2 hours
		Penmanship	1 hour
	2nd year	National Language	2 hours
		Penmanship	1 hour
		Abacus Practice	1 hour
	3rd year	National Language	2 hours
		Penmanship	1 hour
		Abacus Practice	1 hour
Special grade	1st year	National Language	2 hours
		English	2 hours
		Arithmetic	2 hours
	2nd year	English	2 hours
		Arithmetic	2 hours
		National Language	1 hour
		Drawing	1 hour
	3rd year	Ditto.	Ditto

In the first year of the general grade, the workers are first taught Chinese characters and then sentence construction. In the second year, lessons on letter-writing in *pai hua* (spoken language) are added. In the third year, lessons on useful knowledge are offered. Lessons in English and arithmetic are similar to what are usually taught in the primary school. Drawing lessons are of an elementary nature which may be of some use to skilled workers. Since February 1925, the factory authorities have promulgated rules making the workers under 25 years of age attend the school compulsory. Those who joined the class in 1924 are all required to finish their courses at the school; while those who quit the school before graduation are required to pay the expenses for books and stationery supplied. Absence without cause is fined 10 cents each time.

8: Lin E-5 (1927)1928 AF12 North China AF12

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873 On account of the frequent change of work among the labourers, no accurate report of those attending school has yet been ascertained. It has, however, been estimated that, on the average, 350 attend the school every year. The following table shows the enrollment of students from the five sources in the winter term of 1926 as distributed in the various classes.

Table 7.—The Enrollment at the Workmen's School Classified According to Classes in the Winter of 1926

Class	Number of Students enrolled from					Total
	Chiu Ta	Pacific	Golden Sea	Hospital	Servants of private families	
Special 2nd	7	4	1	—	—	12
Special 1st	9	14	1	—	—	24
General 3rd	36	19	1	1	1	58
General 2nd	92	25	3	1	—	121
General 1st	95	25	1	1	2	124
Total	239	87	7	3	3	339

It is shown in Table 7 that the Chiu Ta workers constituted two-thirds of the total number of workers attending school. According to the factory records in April 1927, the proportion between the workers who attended the school and those who did not was found to be as follows :

Table 8.—Number of Workers Attending School Classified According to Sections of the Chiu Ta Factory

Section	Total number of workers	Workers attending school	
		Number	Per cent
West Section	262	111	42.4
East Section	207	117	56.5
Salt Field Administration	5	4	80.0
Dormitory	22	13	59.1
Iron Workshop	45	37	82.2
Power House	15	7	46.7
Total	556	289	52.0

8: Lin E-5 (1927)1928 AF12 North China AF12

The Ming Shin Primary School.—Primary education at Tangku has always been far from satisfactory. Those who have families with them at Tangku sorely felt the need of a good elementary school where their children might be properly educated. The general manager of the Chiu Ta Company having been informed of the situation was generous enough to donate a sum in February 1925, for the founding of a private school where the children of workers as well as those of administrative staff members are admitted free of tuition. Children whose parents are not connected with the Company are charged $6 a year, payable in two terms. There are two grades offered by the school (1) the elementary grade with 4 years' course and (2) the advanced grade with two years' courses. The curriculum of the school is similar to that in other primary schools except that vocational subjects are taught to advanced grade students. The courses of the two grades are as follows:—

Elementary grade.—National language, arithmetic, nature study, social study, drawing, manual training, music, physical exercises.

Advanced grade.—National language, arithmetic, history, geography, hygiene, civics, nature study, English, useful knowledge of commerce and agriculture, drawing, manual training, music and physical exercises.

The enrollment of the school in 1925 was 19, but it has increased to 92 in 1927. There were at the time of the investigation 61 boys and 31 girls. They were drawn from the following families: administrative staff 33, workers 18, others 41.

General Educational Facilities.—Under this heading may be mentioned the library and public lectures. (1) The Workmen's Library contains daily newspapers and books of about 1,000 volumes which were presented by other institutions and individuals. In July 1927, some more books were purchased. It is a pity that the workers cannot make good use of the books, as some of them are written in rather difficult language. (2) From 1923

8: Lin E-5 (1927)1928 AF12 North China AF12

466 to 1926, public lectures were given once or twice each week with
873 a view to imparting general and practical knowledge to the workers.

III. SANITARY WORK

466 It is impossible to give in full detail the sanitary work in the Chiu Ta Factory; but, for our purpose, we shall confine ourselves to the sanitary measures adopted in the factory and the dormitory and also the good work carried on at the hospital.

Sanitary Work in the Factory.—The buildings of the Chiu Ta Factory were not constructed under a systematic plan; consequently, some of them were not so suitable to the work as they should be. But it appears that the buildings completed at a later date were much improved. On the whole, the working conditions must be considered wholesome. For instance, the work of boiling and baking salt is carried on in separate rooms, so that the smoke or steam of one room will not drift into the other rooms, so as to interfere with the various kinds of work going on there. Besides, a ventilator was installed in order to enable a constant circulation of air in the room. Since 1926, the factory began to pay more and more attention to sanitation and safety, and it seems that the sanitary conditions will be still more improved in the near future.

The various kinds of work in the factory are not of a risky nature. Yet, certain wearing articles are provided by the factory, in order to reduce the hardships of the workers. For instance, the *kang* on which salt is baked is too hot for men with ordinary shoes to walk on. Wooden clogs are, therefore, made for salt bakers to wear during working time. The brine in the salt tank causes irritation particularly in the winter on the skin of the washer and in order to prevent this trouble, gloves are provided for washing the tank. The salt-boiler and tank-washer often put on waste salt bags to protect their bodies from the dampness of the air.

In order to keep the product clean, spitting is strictly prohibited in the salt refining room. One worker is said to have